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Dog," "A Monkey," "A Boy," the authors proceed in easy, careful steps to narrations on "A Timid Girl," "A Camera," to "How We Reached Home," and to the more elevating and involved themes of "A Careless Lawyer" and "A Church." Passing over the lessons on "Descriptions" and "Exposition," we come to such themes in argumentation as "Ought We to Have Six School Days a Week?" "Is It Our Duty to Be Cheerful?" and "Ought There to Be Freedom of the Press?"—themes that might be called lollypops. But the face of the schoolmaster is nowhere more apparent than in a diverting and entertaining discourse on "How to Stand and Speak." In part this advice reads as follows: "When you practice your talk, stand straight, with feet together, arms hanging at the side, and head erect. This position will be easy, if you remember to get your weight forward. Before you begin to speak, put your heels together and rise on your toes; stand there a moment and then drop the heels slowly, keeping the weight poised on the balls of the feet. Then stand still." Such advice is, we admit, admirable, but we do not recall any such directions in any other book on composition. Hence, such a consideration gives a distinctive and unique flavor to the book. Personally we hold the authors in high esteem, but we cannot check the humor that arises in reading this discourse. Let us hope that the conditions in the study of English in other states are not similar to those that Professors Sampson and Holland have found in Hoosierdom.

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*A Source Book of Greek History.* By FRED M. FLING. New York: D. C. Heath & Co., 1907. Pp. 370. \$1.

Among the numerous source books that have appeared during late years this is remarkable as the first adequate book in the attractive field of Greek history. Teachers of history are familiar with the source pamphlets of Professor Fling issued some years ago by the University of Nebraska. This book is a more serious attempt in the same field.

The preface indicates that the author's intention is to produce a book adapted to the needs of secondary schools. With ancient history compressed into the Procrustean bed devised by the Committee of Seven it is hard to find time to use the sources. Ambitious and enthusiastic teachers, who have such aim, will find in this book a helpful guide as to material and method, and an excellent work for the reference shelf. Except in the case of advanced classes, where the students might advantageously purchase the book, the duplication of copies for reference is possibly the best method of using it. It is needless to say that Professor Fling holds up a high ideal. The average pupil might find some of the questions difficult to comprehend and more difficult to answer. It is doubtful whether the so-called source method or comparison of the sources can be used to any advantage with the younger pupils, although it is certainly desirable that every pupil should have acquaintance with the sources.

The book covers the whole course of Greek history, the authors quoted ranging from Homer to Polybius. The selections represent not simply the political and military phases of history, for the scope of the book is shown by

such captions as "Oracles, Games and Festivals," "Greek Life and Thought as Reflected in the Drama," "Socrates and His Teaching." The author has an evident enthusiasm for Greek art, literature, and philosophy. His remarks in the preface relative to the methods of using this kind of illustrative material are worth the attention of every teacher of Greek history. It is unfortunately true, however, that the teacher as a rule finds that the time and means for such work are not at hand. The political and military phases of history are less difficult to teach acceptably, and under the present sway of entrance examinations they are sure to retain their time-honored importance. In view of the author's attitude, however, we might expect more representative selections from Greek literature.

In plan the book follows the chronological method of arranging the material. This seems to me to be distinctly superior to the topical method as employed by other books.

The selections are carefully made. For instance, those on Socrates are not taken at random from the *Memorabilia*, but are adapted to bring out the nature of the charge and Xenophon's conviction of its injustice as based upon the character of his master's life. They are as a rule eminently usable. The great value of the book, therefore, lies in the fact that by the selective process of practical experience the author has eliminated the recondite, the complex, the nonessential, with a large measure of success. As an exception it might be objected that the selections on colonization involve a too minute geographical knowledge. In my opinion too much space is given to wars and particularly to the descriptions of battles. Instead, we might have such illuminating views of Greek institutions as are found in Aristotle and Plato. Aristotle's comments on ostracism and Plato's ironic description of democracy are certainly intelligible to any high-school pupil. In the description of Spartan institutions Plutarch is to be preferred to Xenophon. In the forty-five pages devoted to the Persian War the entire omission of the significant Ionian Revolt is remarkable. We miss the familiar chapters of Plutarch on the art policy of Pericles and the reflections on revolution in Thucydides. It seems unfair not to allow Euripides to answer Sophocles and Plato's Socrates to complement that of Xenophon. In general criticism, it might be said that the selections appeal to the historical, rather than the classical, scholar. As an instance inscriptions are entirely omitted. Some of the longer selections might well have been divided up for convenience of reference. The references should be uniformly to the book and chapter of the classical author rather than to the pagination of a translation.

The questions are well put and logically arranged. They are adapted to bring out political conditions and tendencies in a cumulative way. As an instance, note the questions on Demosthenes. The labor and care involved in formulating these sets of questions will be appreciated by every practical teacher.

The illustrations are happily chosen and as a rule the reproductions are excellent. The suggestive field of vase painting hardly receives due attention, however, and the entire absence of coins is remarkable. The remarks and questions on the illustrations will prove suggestive and valuable, for most students are oblivious to the fine illustrations in many of our histories.

The book is well made. Binding, paper, and print are satisfactory.

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